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ABSTRACT

This issue brief provides an overview of the importance of providing educators with initial training and continuing professional development opportunities in gender-fair teaching. The brief describes recent research revealing that 20 years after the passage of sex discrimination in education legislation, American schools still engage in gender-biased practices. Studies show that curricula largely ignore the contributions of women, teachers have lower expectations of girls, and girls receive less attention in class. A central discussion of issues in teacher training reform includes restructuring teacher education, curriculum reform, classroom dynamics, staff development, recruitment among minorities, advancement and attrition, teacher empowerment within schools, accreditation, certification, and pay scales. A section on how different types of institutions can assist in the teacher training reform efforts describes possible roles for the Federal Government, state government, businesses, colleges and universities, education school faculty, school district administrators, and community organizations. The brief includes two side-bars. The first lists information and contact persons for five gender-fair teacher training workshops. The second lists a variety of resources, materials, and fellowships available from the American Association of University Women. One figure, two photographs, and 14 footnotes are included. (JB)

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AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Stalled Agenda: Gender Equity and the Training of Educators

June 1991

WHY CLASSROOM GENDER BIAS PERSISTS

Nearly two decades after Congress prohibited sex discrimination in education by passing Title IX of the Education Amendments of 1972, American schools *still* engage in gender-biased practices. Numerous studies show that most curricula still largely ignore the contributions of women—particularly minority women—and that educators have lower expectations for girls than for boys. These studies also prove that girls participate less in class and receive less attention and less effective feedback from educators.[1]

Educators want to provide bias-free education for their students, but in most cases they are not adequately trained to recognize and correct gender-biased educational practices. In order to achieve gender-fair education, educators must receive training in the theories and skills needed to promote gender-fair education.

In the 1990s, spurred by concerns about economic competitiveness, national leaders have brought educational reform to the forefront of national priorities once again—but gender equity is not among the issues being addressed.[2] With labor force projections showing that 88.5 percent of new entrants to the work force will be women and minorities by the year 2000, it is clear that equity in education must be achieved for America to compete effectively in the global marketplace of the next century.[3]

AAUW recognizes that educators have been bombarded with demands for change in recent years. Yet all too often these demands are not accompanied by resources or support. In addition to calling attention to the need for gender equity, AAUW will support educators and policymakers as they work on this issue.

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In this brief, AAUW presents an overview of gender equity issues that must be addressed in reshaping the way educators—teachers, counselors, and administrators—are trained.

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Professional preparation programs for educators are typically classified as either pre-service (college degree work required to obtain a license or certificate) or in-service (on-the-job training for educators who are already working in the field). Together these programs constitute a vital and often neglected link between school reform and gender equity in education.

Ensuring that policymakers do not overlook this link is one of the goals of the *AAUW Initiative for Educational Equity*, launched in June 1991. The *Initiative*, which is aimed at ending systemic gender bias in the schools, encompasses several efforts:

• In January 1991, AAUW released the

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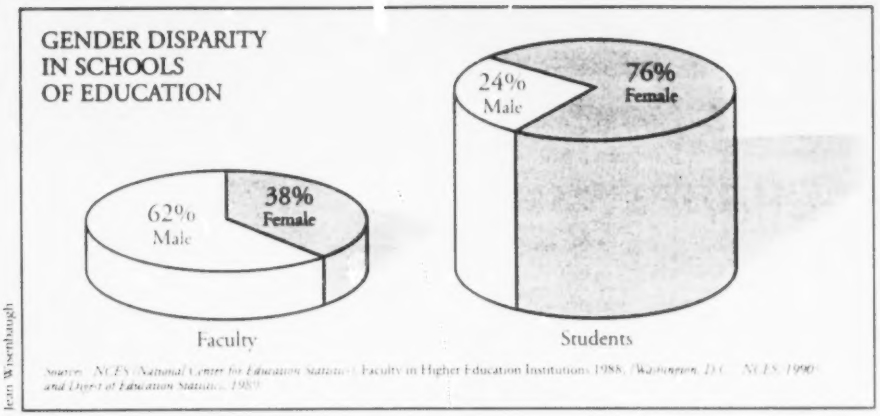


results of a nationwide poll assessing school- and achievement-related attitudes of girls and boys.

- At the same time AAUW sponsored the AAUW Educational Equity Roundtable, a meeting of educators, policymakers, corporate leaders, and media people, to discuss the poll results and to suggest ways to get girls included in America's educational reform efforts.
- Through the AAUW Educational Foundation's Eleanor Roosevelt Fund for Women and Girls: Intergenerational Partnerships, AAUW has commissioned the Wellesley College Center for Research on Women to produce a major report outlining the status of girls in schools (see box, page 5). Since 1989, the Foundation has provided fellowships for public school teachers to explore ways to ensure equitable treatment in the classroom.
- AAUW is working to focus attention on provisions for teacher training and development in its advocacy efforts related to reauthorization of the Higher Education Act in the 102nd Congress.

RETHINKING EDUCATOR TRAINING

In the mid-1980s, education reformers focused on inadequacies in the preparation of professional educators. Two influential reports were published in 1986: the Carnegie Task Force on Teaching as a Profession's *A Nation Prepared* and the Holmes Group's *Tomorrow's Teachers*. The chair of the National Endowment for the Humanities, Lynne Cheney, also took up the issue in her 1990 report, *Tyrannical Machines*. But all of these reports have been overshadowed in the 1990s by John Goodlad's widely influential study, *Teachers for Our Nation's Schools*.[4]

At first such reports focused on recruiting and retaining higher-quality educators by providing the advancement opportunities, renumeration, and autonomy of other, similar professions. One of the most widespread proposals for increasing professional autonomy for educators involved "restructuring" the school system to give teachers more management responsibility and scope for creativity.

Research demonstrates that education schools do not provide educators with either the training or the experience they will need to create a gender-fair, multicultural education system.

Increasingly, however, reformers are focusing on reshaping schools of education, where educators are trained, as a necessary adjunct to restructuring the elementary and secondary school systems. Although the details vary, recent reports on educator training generally contain common themes: attracting high-quality students to the profession; shifting to a more rigorous, coherent, liberal arts preparation; integrating courses on the theory and methods of teaching (commonly known as "methods" courses) with practical concerns through devices like the case study; and placing greater emphasis on field experience.

These reports do not adequately address several issues. They typically focus on preservice, rather than in-service, training. Outside of the need to recruit more minority teachers, they pay scant attention to multicultural issues. (Because learning styles and gender-role socialization vary among cultures, multicultural techniques need to be combined with gender-fair techniques to meet the needs of minority girls.) Finally, these reports virtually ignore issues of gender equity.

An example of the latter is provided by Goodlad's study. An analysis of the report's index reveals only four references to women. In those passages Goodlad notes that many "normal schools"—the first teacher training institutions—enrolled women exclusively, and that most education students and most teachers are women (although most of their professors are men).[5] Yet he fails to analyze the implications that this history and demographics have for teacher salaries, status, and training.

Such an analysis is crucial to any effective effort to reform teacher education. Gender equity must be one component of these reforms if the school system is to be reshaped to meet the needs of the women—many of them minorities—who will constitute a considerable percentage of the twenty-first century work force.

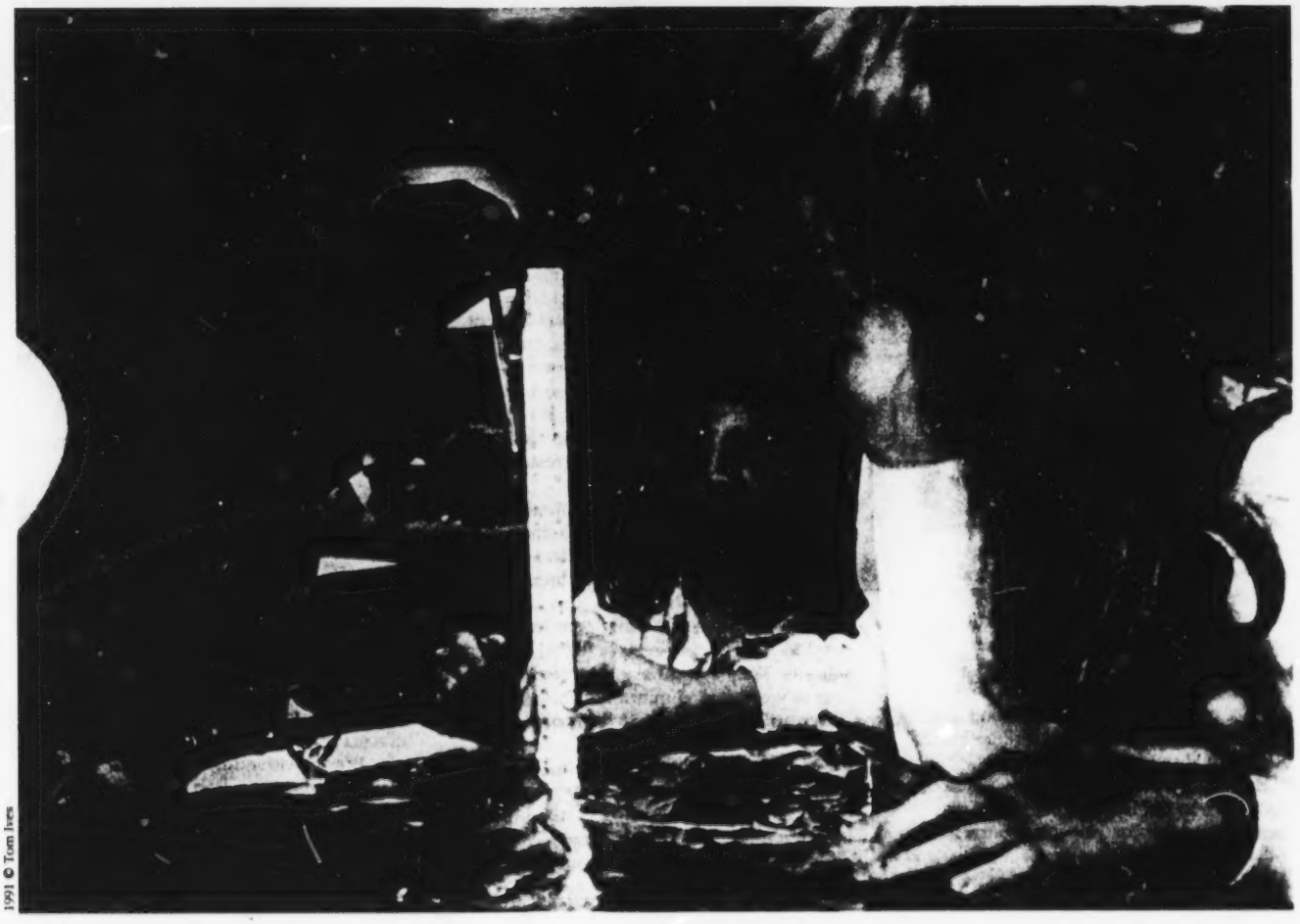
Research demonstrates that education schools do not provide educators with either the training or the experience they will need to create a gender-fair, multicultural educational system:

- One recent study compared newer (and more recently trained) science teachers with more experienced science teachers and found no difference in the amount of gender bias present in their teaching, indicating that recent teacher preparation has done little to eliminate biased teaching practices.[6]
- A 1981 analysis of teacher education texts revealed that a third of them did not even mention the topic of sexism, and none of them included material on nonsexist teaching techniques. In texts for "foundations" courses—history and philosophy of education—five times as much space was devoted to men as to women, despite the historical predominance of women in the profession.[7]
- A 1988 article outlining a "model" for teacher preparation suggests that human development courses should include the ideas of Watson, Skinner, Piaget, Kohlberg, Freud, and Erikson, all of whom rely on data drawn from male populations in formulating their theories—but not those of Carol Gilligan, famous then and now for her work on the development of women and girls, or those of any other scholars of women's development.[8]

It is crucial that educator training—both in professional schools and in-service workshops—provides future educators with the skills and strategies they will need to ensure gender-fair education for girls and boys from all cultures:

- Administrators need to learn how to go beyond policy statements to make gender fairness a top priority; to enable equal access to courses; to facilitate faculty in their efforts to provide fair counseling, curricula, textbooks, and classroom environments. Gender-fair administrators, for instance, might meet with teachers whose students are predominantly of one sex to identify possible barriers to a more diverse enrollment.
- Counselors need to learn how to adapt their style to boys and girls from a variety of cultures. A gender-fair counselor, for instance, might talk to both boys and girls about how they will balance their family and career plans.
- Teachers need to learn skills and strategies to provide multicultural, gender-fair classroom environments. A gender-fair teacher, for instance, might assign a "girls-only" time in the computer room to break the typical pattern of male dominance of that area.

Researchers and consultants have noted that teachers are highly motivated to



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change their behavior once they are alerted to gender-biased teaching patterns.[9] Teachers, administrators, and counselors want to provide the best education they can to all students, but their training does not equip them with the requisite knowledge and skills.

REFORMING EDUCATOR TRAINING

Gender equity issues must be incorporated into every aspect of educator training reform. Elements of educator training reform include restructuring, curriculum reform, classroom dynamics, staff development for educators, recruitment, advancement, empowerment, accreditation, certification, and teacher pay.

Restructuring education schools. Analysts generally agree that structural changes must be made in schools of education. Most education students now begin their education major after two years of general education. Then they take a sequence of courses, including foundations of education, educational psychology, child development, and methods courses in their particular field (such as elementary education, science, math, or reading). They also take "student teaching" courses, which provide them with classroom experience under the supervision of a working teacher.

A gender-fair teacher might assign a "girls-only" time in the computer room to break the typical pattern of male dominance of that area.

The most widely discussed restructuring proposal, which comes from Goodlad's study, is derived from the medical school model: two years of general liberal arts, or "pre-ed," followed by three years of "ed school." The third year would be spent in a field experience at a "clinical" school devoted to professional development (much like the internship year in a teaching hospital).[10] Several of this plan's features—the emphasis on improved general education, the five-year professional degree, the link between field experience and the university program—are advocated by other reformers as well.

Although such structural changes do not directly involve gender issues, they should be monitored to ensure that there is no hidden gender bias in the admissions criteria from "pre-ed" to "ed" school. Gender-fair and multicultural practices should also be demonstrated in the field experience.

Curriculum reform would be one of the most effective ways to promote gender-fair and multicultural education. Textbooks used by future counselors, administrators, and teachers must be revised to include

- fair representations of women and minorities;
- in-depth analyses of gender and multicultural issues in education;
- detailed presentations of gender-fair and multicultural teaching techniques.

Courses in these issues should be added to the curriculum—as requirements, not electives. In addition, existing courses must be reshaped. Courses in the history, philosophy, and sociology of education should, for instance, explain how coeducation evolved, describe the contributions of women and minorities, analyze sexism and racism in society, and recommend remedies for those systemic problems.

Courses in childhood, adolescent, and educational psychology should explore gender socialization, the development of gender identity in different racial and ethnic communities, and the impact that these developmental differences have on a student's educational experience.

Methods courses should present the latest research on bias and explain how to

- recognize and adapt to different learning styles.

• promote active, hands-on learning.
• implement cooperative learning and teaching techniques.
• develop strategies for dealing with bias.
• use techniques for gender-fair and multicultural teaching.
• employ supplementary materials and activities to make classrooms more gender-fair and multicultural—even when the texts and curricula that teachers must use are not. For example, teachers could have students evaluate their own textbooks for bias and write letters to publishers relating their findings.[11]
• use reflexive teaching practices, which involve viewing the classroom as a laboratory and continually analyzing one's teaching performance. For instance, keeping a journal of classroom dynamics helps to reveal useful strategies and practices. Using the classroom as a laboratory in this way also generates the specific information needed to plan school-based reforms.

Classroom dynamics. Education school faculty should model the methods they are teaching to future educators. It is especially important that faculty members model techniques for teaching gender-fair, multicultural classes, adapting teaching to learning styles, and doing peer critiques and self-evaluation. To begin to accomplish this, faculty members need to enhance their own professional development by learning to identify and remedy bias—whether gender, racial, ethnic, or class—in their own teaching practices.

Staff development. Since most practicing educators have never been exposed to issues of gender-fair and multicultural education during their pre-service training, these gaps must be filled in with in-service training opportunities such as summer institutes, continuing education courses, and consultant-run seminars. This training should include
• gender socialization and development;
• the contributions and history of women and minorities in education history and thought;
• identification of gender- and culture-biased behavior in their own work;
• educational methods and strategies that work to combat such bias.

Focusing on reflexive teaching methods offers a promising way to bring in-service sessions to life. By involving educators in an ongoing process—a combination of active practice, field research, and peer critique—in-service training based on the premise of reflexive teaching empowers teachers and makes school reform a day-to-day endeavor.

This approach can prevent the burnout associated with seeing yet another consultant presenting impractical material that has little relation to the daily work of teaching.

The Seeking Educational Equity and Diversity (SEED) Project, which is run by the Wellesley College Center for Research on Women, provides an excellent staff development model. Selected teachers are trained to become coordinators for faculty reading groups in their schools. These groups read the latest research on gender and multicultural learning styles and meet to discuss applications to their own teaching.

One strength of this program is that each group selects readings that meet their needs. In addition, school administrators "buy in" to the concept since the school is required to provide a matching grant. This ensures administrative support for the reading groups.

Recruitment. Various reformers have addressed the issue of how to recruit talented educators—particularly minorities. Some analysts argue that there is now a smaller pool of both women and minorities interested in educational careers. They reason that whereas education used to be one of the few professions open to those groups, today they have many other career opportunities. Others have suggested that the low status of the education profession keeps "the best and the brightest" away.

Recruitment programs must be developed to reverse this trend. One Bronx, New York, high school recently began a program that allows students to enroll in a "pre-teaching" academy, where they take education courses at the City University of New York (CUNY) while working as interns with teachers in their own school to find out if teaching is for them.[12]

John Goodlad argues that only people "who reveal an initial commitment to the moral, ethical, and enculturating responsibilities" of teaching should be recruited. He calls for potential education students to have a moral commitment to democracy, and thus to educating students to live in a democratic society. Feminists argue that commitments to values that facilitate human development are equally important.[13]

Advancement. Restructuring career ladders to provide higher tiers for advancement—such as "lead" or "master" teachers—has been suggested to avoid mid-career frustration and attrition among educators. Administrators and advocates should monitor the gender distribution of promotions to these positions, since, historically, male teachers have tended to be promoted to administrative positions at a faster rate than female teachers.

Empowerment. Restructuring the decision-making and scheduling patterns within schools has been suggested as a way to allow educators to be more autonomous and creative. For example, teacher committees can make decisions about texts and curricula. They can also redesign the school schedule to provide opportunities for team teaching.

These reforms could enhance gender equity by allowing teachers to engage in more reflexive teaching. Amended

GENDER-FAIR TEACHING TRAINING WORKSHOPS

EQUALS
Provides educator training seminars on encouraging participation and achievement of women and minority students in mathematics. Contact EQUALS, Lawrence Hall of Science, University of California-Berkeley, Berkeley, CA 94720; 415/642-1823.

EQUITY ASSISTANCE CENTERS
Offer gender equity workshops. There are 10 federally-funded centers nationwide. To locate your regional center, contact Susan Shaffer, Director, Gender Equity Program, Mid-Atlantic Equity Center, American University, Washington, DC 20016; 202/885-8536.

GESA (Gender/Ethnic Expectations and Student Achievement)
Provides training, peer evaluation, and observation of classroom dynamics. Contact GrayMill Consulting, 2029 352nd Place, Earlham, IA 50072; 515/834-2431.

MYRA AND DAVID SADKER
Provide workshops on correcting gender inequity for educators and community and business groups. Contact Myra and David Sadker, School of Education, American University, Washington, DC 20016; 202/885-3728.

SEED (Seeking Educational Equity and Diversity)
Provides funds on a matching-grant basis to local school districts for training teachers to conduct ongoing faculty reading groups related to gender and multicultural equity. Contact National SEED Project, Center for Research on Women, Wellesley, MA 02181; 617/431-1453.

If the educational system fails to adequately educate women and minorities—the groups that will constitute the majority of America's work force in the next century—the business community will suffer a great loss.

scheduling patterns can provide more time for professional analysis and development, while the creation of more democratic decision-making structures can help to facilitate the kind of collegiality necessary for peer critiques and reviews. The reflexive teaching practices fostered by such restructuring can be used to monitor and change gender-biased teaching behaviors.

Accreditation. Some reformers have suggested using the state rules for accreditation of education schools as a lever for quality control. This involves mandating that certain courses or skills—such as those addressing gender-fair and multicultural teaching methods—be included in the curriculum.

Opponents argue that such mandates constitute unwarranted interference with the educational system and interfere with academic freedom and free speech. They also argue that such mandates are inefficient, making the educational system more rigidly bureaucratic at a time when it is moving toward decentralization to allow greater responsiveness to changing needs.

It's also likely that these mandates would become a political battleground for conservative and liberal ideologues, making such an option divisive and costly.

Certification, or licensure, is another possible avenue for quality control. The drive to require national teacher tests is one such attempted reform. The 1986 Carnegie report offered a variation on this theme, proposing a national nonprofit board to "certify" teachers who meet certain standards of excellence after at least three years of teaching. (This "certification" would be voluntary—separate from and unrelated to state licensing.) In 1987, a nonprofit organization, the National Board for Professional Teaching Standards, was founded with corporate funding to carry out this recommendation.[14]

Any such national certification of excellence in teaching should include the use of gender-fair teaching practices as one of its components. However, as with accreditation, proposals that would require teachers to demonstrate mastery of gender-fair and multicultural educational practices before licensing are virtually certain to spark political controversy.

Alternative certification—permitting people without education degrees to be certified as teachers—is another politically controversial certification issue. Proponents claim it would enlarge the recruitment pool, thus improving the quality of the teaching profession; opponents argue that it would lower standards and thus have the opposite effect.

Where such programs are in place, administrators should monitor and evaluate the gender distribution of those who have been licensed to ensure that no hidden gender biases are blocking women's participation in the program. Alternative certification programs typically provide for some in-service training; this should certainly include development of gender-fair and multicultural teaching techniques.

Pay. Raising the pay scale for educators was one of the first proposals for improving the quality of teaching. The pay scale in public education has lagged shamefully below that for other professionals with comparable training. This is a classic pay-equity issue: because women and minorities were historically paid less than white men, occupations dominated by women and minorities, including education, continue to have lower salary scales.

RESOURCES

AAUW ISSUE BRIEFS relating to education are available from the AAUW Sales Office (see bottom of page 6).

- "College Admissions Tests: Opportunities or Roadblocks?" (June 1988)
- "Vocational Education: Equity in the Making?" (December 1988)
- "Equitable Treatment of Girls and Boys in the Classroom" (June 1989)
- "Restructuring Education: Getting Girls Into America's Goals" (August 1990)

SHORTCHANGING GIRLS, SHORTCHANGING AMERICA MATERIALS

Full Data Report: *Shortchanging Girls, Shortchanging America.* A 500-page research report on AAUW's nationwide poll on girls and self-esteem, complete with survey questions and responses, and banners displaying cross-tabulations. Floppy disk with all data is included. To order, please call 202/785-7761. [$60 AAUW members/$85 nonmembers + $2.50 shipping and handling] Nonmembers who purchase the full report can become AAUW members for only $10 more.

The following materials can be ordered through the AAUW Publications Office, 1111 Sixteenth Street N.W., Washington, DC 20036-4873:

Summary: *Shortchanging Girls, Shortchanging America.* A 17-page summary report of AAUW's national poll highlighting the survey results, with charts and graphs. [$5, includes shipping and handling]

A Call to Action: *Shortchanging Girls, Shortchanging America.* A 40-page book reporting on AAUW poll and Educational Equity Roundtable, with action ideas for community involvement and change. [$12.95 AAUW members/$14.95 nonmembers + $2.50 shipping and handling]

Video: *Shortchanging Girls, Shortchanging America.* A 15-minute videotape (VHS format) that clearly underscores the need for major changes in the way girls are taught and treated in schools. Includes AAUW poll results, interviews with education experts, and narratives by public policy leaders along with compelling voices and faces of American girls. [$19.95 AAUW members/$24.95 nonmembers + $2.50 shipping and handling]

ELEANOR ROOSEVELT FUND RESEARCH PROJECT

Research Report. A 100-page document produced by Wellesley College Center for Research on Women supervised by Susan Bailey, director. The report focuses on the status of girls in education from early childhood through grade 12. The audience for this document: educational leaders and policy makers. [Available February 1992]

Executive Summary. An 8-12 page summary to be used in conjunction with the *Action Guide*. [Available February 1992]

Action Guide. An 8-12 page document for communities and states outlining how to use the report at the state and local levels. [Available April 1992]

ELEANOR ROOSEVELT TEACHER FELLOWSHIPS

The AAUW Educational Foundation's **Eleanor Roosevelt Fund for Women and Girls: Intergenerational Partnerships** funds research projects on educational equity, as well as the **Eleanor Roosevelt Teacher Fellowships.** These fellowships, which carry stipends ranging from $1,000 to $10,000, help teachers to develop a better understanding of how girls learn, think, and play. Teacher Fellows implement classroom strategies to help girls excel.

Female elementary, middle, and secondary teachers are eligible if they have at least five consecutive years of full-time teaching experience and pledge to return to classroom teaching for at least five years after the fellowship ends. Application materials are available from the Eleanor Roosevelt Fund for Women and Girls, AAUW Educational Foundation, 1111 Sixteenth Street N.W., Washington, DC 20036-4873.

HOW YOU CAN HELP

Reforming teacher education is one step toward creating an educational system that will provide high-quality education to all students, thereby helping to make America stronger and more competitive in the twenty-first century. Leaders from many sectors all have roles to play. Effective action will include the following.

Federal government. The federal government's primary roles are to provide moral leadership, funding (in the form of aid to states and sponsorship of demonstration projects—primarily through the Higher Education Act), and vigorous enforcement of Title IX requirements for equal treatment in education.

State government. Reforming the preparation of professional educators should be part of every state plan for school reform, and gender-fair and multicultural issues should be stressed in those plans. State boards and agencies of higher education should exert moral leadership and use their regulatory and oversight powers to encourage education schools to incorporate these reforms. State education agencies might consider expanding their Title IX centers, making them a central office for promoting and monitoring gender-fair and multicultural educational practices.

Businesses. If the educational system continues to fail to adequately educate women and minorities—the groups that will constitute the majority of America's work force in the next century—the business community will suffer a great loss. Business leaders should exert their influence on state and local education boards, colleges, and universities to make gender-fair education a priority in education schools. Businesses can also fund model programs and staff school development sessions that focus on gender and multicultural issues.

Gender-fair, multicultural education is vital to our future, and now, at the cusp of a new century, we have an extraordinary opportunity to achieve it.

Colleges and universities. The governing boards and administrators of colleges and universities should send the strongest possible message to their faculty and students that the quality of teacher education—in particular the development of a gender-fair, multicultural teaching force—is one of their highest priorities. They must reinforce this message by allocating the resources to back it up. They should also encourage and facilitate efforts by education schools to reshape their programs and curricula.

Education school faculty should work to reform their curricula and teaching practices so they can provide models of gender-fair and multicultural educational efforts. They should plan to provide their students with the skills that new teachers need to implement these practices in the schools. They should also vigorously recruit women and minority faculty.

School district administrators should visibly support and encourage efforts to improve equity. They can do this in part by using discretionary funds to provide in-service training that educators need to identify and correct biased practices. In addition to vigorously enforcing Title IX, administrators might also consider expanding the power of their school's Title IX coordinator to include oversight of gender issues throughout the school.

Community organizations. AAUW and other community organizations have a vital role to play: they can put gender and multicultural issues on the agenda in teacher education reform. Local organizations can also act as a valuable source of community support for administrators and educators who advocate reform in their own institutions.

AAUW branches and divisions can
- identify and encourage local teachers to apply for Eleanor Roosevelt Fund Teacher Fellowships;
- use the results of the AAUW poll "Shortchanging Girls, Shortchanging America," and the Eleanor Roosevelt Fund Research Project materials to educate the public and spark debate in public forums;
- use materials in the *AAUW Initiative for Educational Equity* resource packet that provide strategies and guides for working toward change at the local school level;
- develop and implement a project on these issues. (Consider applying for an AAUW Educational Foundation Research & Projects Community Action Grant.)

CONCLUSION

Gender-fair, multicultural education is vital to our future, and now, at the cusp of a new century, we have an extraordinary opportunity to achieve it. After Congress prohibited sex discrimination in education by passing Title IX in 1972, efforts were made to guarantee women equal access to educational facilities and to add tidbits of information about women to the curriculum. But the drive for gender-fair education has stalled far short of its goal.

Today policymakers and educators recognize that if America is to maintain a position of world leadership in production, technology, and knowledge, we must have the world's best educational system—one that meets the needs of students of both genders and every culture.

The first step is to change the way we prepare the teachers, counselors, and administrators who run our schools. Those who guide and teach the girls and boys of the twenty-first century must know how to meet each student's educational needs.

FOOTNOTES

1. See the AAUW issue brief "Equitable Treatment of Girls and Boys in the Classroom" (June 1989) for further descriptions of these studies.
2. See the AAUW issue brief "Restructuring Education: Getting Girls Into America's Goals" (August 1990) for further description of the restructuring debate.
3. Howard N. Fullerton, Jr. "New Labor Force Projections." *Monthly Labor Review* (November 1989), pp. 3-12.
4. Carnegie Task Force on Teaching as a Profession, *A Nation Prepared* (Washington, DC: Carnegie Task Force on Teaching as a Profession, 1986); Holmes Group, *Tomorrow's Teachers* (East Lansing, Mich.: Holmes Group, 1986); Lynne Cheney, *Tyrannical Machines* (Washington, DC: National Endowment for the Humanities, 1990); John I. Goodlad, *Teachers for Our Nation's Schools* (San Francisco, CA: Jossey-Bass, 1990); Ann Bradley, "Goodlad Gets $1.25 Million to Help Institute Reforms," *Education Week* (November 21, 1990), p. 5.
5. Goodlad, pp. 94, 154, 157, 190.
6. Gail M. Jones, "Gender Issues in Teacher Education," *Journal of Teacher Education* 40 (January-February 1989), pp. 33-38.
7. Myra and David Sadker, "The Treatment of Sex Equity in Teacher Education," in Susan S. Klein, ed., *Handbook for Achieving Sex Equity through Education* (Baltimore: Johns Hopkins University Press, 1985), pp. 147-149.
8. Kenneth Moore, "A Model for Teacher Preparation," *Contemporary Education* 59 (Winter 1988), pp. 104-109.
9. Jones, p. 36.
10. Goodlad, passim.
11. Marilyn A. Hulme, "Mirror, Mirror on the Wall: Biased Reflections in Textbooks and Instructional Materials," in Anne O'Brien Carelli, ed., *Sex Equity in Education: Readings and Strategies* (Springfield, IL: Charles C. Thomas, 1988), pp. 204-205.
12. Nicholas J. Coletto, "Learning to Teach—and to Respect Teaching," *Educational Leadership* 46 (November 1988), p. 26.
13. Goodlad, 57, 282-285; Susan Laird, "Reforming 'Women's True Profession': A Case for Feminist Pedagogy in Teacher Education?" *Harvard Educational Review* (November 1988), pp. 449-463.
14. National Board for Professional Teaching Standards, "Toward High and Rigorous Standards for the Teaching Profession," 1990.

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AAUW promotes equity for women, education and self-development over the life span, and positive societal change.

The **AAUW Educational Foundation** provides funds to advance education, research, and self-development for women and to foster equity and positive societal change.

AAUW's Legal Advocacy Fund provides funding and a support system for women seeking judicial redress for sex discrimination.

Sharon Schuster, President, AAUW; Chair of the Board, AAUW Educational Foundation

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